A STUDY ON EMOTIONAL INTELLIGENCE SKILLS AMONG SCHOOL TEACHERS WORKING IN VISAKHAPATNAM DISTRICT OF ANDHRA PRADESH-INDIA

BY

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SYNOPSIS

Need and Importance of the Study:

The destiny of the country is being shaped in her classrooms. The teacher has an important role to play for national development and social change. The first and foremost responsibility of the teacher is towards the welfare of the society and his students in particular. The teacher has to treat each individual student as an end in himself and to give him the opportunity to develop his skills and abilities and potentialities to the full. The present study is concerned with the emotional intelligence skills of the teachers. The major significant points of the present study are as follows:

1. The information gathered by the study will help Educational institutions, Teachers, and Researchers better understand the interplay of emotional intelligence skills and teacher performance in schools.
2. As a result of this study, there may be major impacts on students' assessment, recruitment, retention and development in Institutions.
3. Information obtained from the study may contribute to the development of emotional Intelligence skills as influencing factors in personal, academic and career success.
4. The present study may bring awareness among the teachers with respect to emotional intelligence skills, which play a vital role in their career.

Statement of the Problem:

The investigator has identified the Emotional Intelligence as the important variable, in building interpersonal relationships of teachers, to solve every day problems and to make decisions etc. and that there is an association of Emotional Intelligence skills with demographic variables such as age, gender, education, teaching experience etc.

Title of the Thesis:

The present study is entitled as "**A Study on Emotional Intelligence Skills among School Teachers working in Visakhapatnam District of Andhra Pradesh-India".**

Objectives of the Present Study:

The present study includes primarily studying emotional intelligence skills of teachers in Visakhapatnam district of Andhra Pradesh, India.

1. To study the distribution of Emotional Intelligence skills among teachers of Visakhapatnam District, Andhra Pradesh, India.
2. To study the association of Emotional Intelligence skills with demographic variables such as age, gender, education, experience, and geographic location etc.
3. To study the distribution and analysis of Emotional Intelligence skills (inter personal skills, leadership skills, self Management skills, intra personal skills and potential problem areas) among teachers of Visakhapatnam District, Andhra Pradesh, India.

Variables of the Study:

The Investigator undertook this study on Emotional Intelligence skills among teachers and the association of demographic variable like age, gender, experience, marital status, education etc. Therefore, the Emotional Intelligence skills of teachers are dependent variables and Age, gender, experiences, marital status, education etc. are independent variables.

As the objectives of the study were to compare the Emotional Intelligence skills in Male and Female teachers in Government / Aided etc. and Missionary teachers respectively–and mean, S.D., C.R. values were used to analyse the independent variables and their effects on dependent variables.

The following variables are incorporated in the sample drawn from the student teachers for the present investigation:

1.	Age	:	Below 35 yrs / 35-45 yrs / Above 45 yrs
2.	Gender	:	Male /Female
3.	Designation	:	SGT/School Asst./HM/PET/TPT/HPT
4.	Type of School	:	Govt. / Missionary / Private Aided / Unaided
5.	Medium of Instruction	:	Telugu / English
6.	Locality	:	Urban / Rural
7.	Teaching Experience	:	Below 10 / 11-20/ Above 20 years
8.	Academic Qualification	:	
	a) Graduation	:	B.A, / B.Com., / B.Sc.,
	b) Post Graduation	:	M.A., / M.Com., M.Sc.,
	c) Professional	:	TTC (D.Ed.,) / B.Ed./ M.Ed./PET / TPT / HPT

Hypotheses of the Present Study:

1. There will be no significant relationship between Assertion, Aggression, Deference, Inter Personal Communication Under Stress, Comfort, Empathy, Decision Making, Leadership, Personal Leadership, Drive Strength, Time Management, Commitment Ethic, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management, Intra Personal Development of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
2. There will be no significant correlation in between the areas viz; Inter Personal Communication under Stress, Personal Leadership, Self Management in Life and Career and Intra Personal Development of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

3. There will be no significant correlation in between the areas viz; Assertion, Aggression, Deference, Comfort, Empathy, Decision Making, Leadership, Drive Strength, Time Management, Commitment Ethic, Change Orientation, Self Esteem, Stress Management of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
4. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Assertion of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
5. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Aggression of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
6. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Difference of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
7. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Inter Personal Communication under stress of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

8. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Comfort of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
9. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Empathy of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
10. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Decision making of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
11. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Leadership of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
12. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Personal Leadership of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

13. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Drive Strength of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
14. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Time Management of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
15. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Commitment Ethic of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
16. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Change Orientation of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
17. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Self Management in life and career of Emotional Intelligence of teachers working in Visakhapatnam district of Andhra Pradesh.

18. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Self Esteem of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
19. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Stress Management of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.
20. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Intra Personal Development of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

Scope of the Study:

Emotional Intelligence (EI) has the ability to analyze emotions at work and the ability to use them appropriately. Emotional Intelligence can provide better work-place relationships. Many experts involved in research in this area of human psychology, are of the opinion that those individuals with a high level of Emotional Intelligence are likely to be more positive, understanding, co-operative, and friendly. They are able to adjust themselves to different situations and cope with stress better. High Emotional Intelligence paves way for better work approach that is goal directed and achievement oriented.

The Present Study deals with Emotional Intelligence Skills under four main heads. They are:

I. Interpersonal communication Under Stress : Assertion, Aggression, Deference
II. Personal Leadership : Comfort, Empathy, Decision-making, Leadership
III. Self Management in Life and Career : Drive Strength, Time Management, Commitment Ethic, Change Orientation
IV. Intra-personal Development: Self Esteem, Stress Management.

Of these, three are identified as Potential problem areas. They are Aggression, Deference and Change Orientation. The study suggests the improvement of positive skills and dissuasion of problem areas. The study also shows the positive or negative impact of demographic factors on Emotional Intelligence skills of teachers.

Design of the Study:

The present study is designed to study the Emotional Intelligence skills and demographic variables among 464 teachers of both genders working in Visakhapatnam district of Andhra Pradesh, India by using Emotional Intelligence Skills instrument and well prepared demographic questionnaire. The Emotional Intelligence Skills instrument assess the four major areas like a) Interpersonal communication under stress b) personal leadership c) self management in life and career and d) interpersonal development. The demographic questionnaire provides detailed information about age, gender, qualification and location etc.,

Methodology Adopted for Collecting Data:

a) Selection of the method:

The study on "**A Study on Emotional Intelligence Skills Among School Teachers working in Visakhapatnam District of Andhra Pradesh-India"** is an exploratory research. The purpose of the research work is to gain familiarity with a phenomenon or acquire new insight into or in order to formulate a more precise problem. This study aims to explore the distribution and association of emotional intelligence skills among teachers. The method adopted in the study is survey method.

Data for the study were collected from the Teachers working in Government, Private and Missionary Schools in Visakhapatnam district of Andhra Pradesh in India. Teachers are working at Primary, Secondary and Higher Secondary levels of school education.

Before The Exploring and Developing Emotional Intelligence Skills Instrument was administered, briefing had been given about instrument and the value of emotional intelligence skills. An agreement to participate was collected to ensure that teachers who participated in the study know how their information would be used.

b) Selection of tool:

Tool is an important instrument to collect new data. For any type of research we need certain instruments to gather new facts or to explore new fields. The selection of suitable instruments or tools is a vital importance for successful research. Different tools are suitable for collecting various kinds of information for various purposes.

The exploring and developing emotional intelligence skills assessment was used for the purpose of the study. The instrument was developed by Darwin B., Nelson, Ph.D. and Gray R. Low, Ph.D. in 1998. This instrument evolved from an earlier version called the Personal Skills Map published CTB McGrew in 1983.

The Original Personal Skills Map instrument contained 300 items. The Exploring and Developing Emotional Skills Instrument currently contains two hundred thirteen items under four parts.

Part – I: Inter Personal Communication Under Stress: A set of Emotional Skills pertaining to Communication including verbal and non-verbal communication (Nelson & Low, 1998)

1. **Assertion:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Assertion is the ability to clearly and honestly communicate personal thoughts and feelings to another person in a

comfortable, direct, appropriate and straight forward manner (Nelson & Low, 1998).

2. **Aggression:** One of the three potential problem areas assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Aggression is a measure of the degree to which an individual employs a personal communication style or pattern that violates, overpowers, dominates or discredits another person's rights, thoughts, feelings or behaviours. Aggression can be converted into the skill of anger management (Nelson & Low, 1998).
3. **Deference:** One of the three potential problem areas assessed in Exploring and Developing Emotional Instelligence Skills (Nelson & Low, 1998). Deference is a measure of the degree to which an individual employs a communication style or pattern that is indirect, self-inhibiting, self-denying and ineffectual for the accurate expressions of thoughts, feelings or behaviours. Deference can be converted into the skill of anxiety management (Nelson & Low, 1998).

Part-II: Personal Leadership: A set of emotional skills pertaining to the ability to create a climate for positively motivating others by knowing, understanding and respecting the needs, values, interests and goals of others (Nelson & Low, 1998).

4. **Comfort:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Comfort is the ability to judge appropriate social, emotional and physical distance in verbal and non verbals interactions with others and to impact and influence others in positive ways (Nelson & Low, 1998).
5. **Empathy:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Empathy is the ability to accurately understand and constructively respond to the expressed feelings, thoughts, behaviours and needs of others (Nelson & Low, 1998).

6. **Decision Making:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Decision making is the ability to plan, formulate, initiate and implement effective problem solving procedure (Nelson & Low, 1998).

7. **Leadership:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Leadership is the ability to positively impact, persuade, influence others and in general make a positive difference

Part III: Self Management Skills :- A set of emotional skills pertaining to the managing of self, including performance, health, productivity and satisfaction

8. **Drive Strength:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Drive strength is the ability to effectively direct personal energy and motivation to achieve personal, career and life goals (Nelson & Low, 1998).

9. **Time Management:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Time management is the ability to organize tasks into a personally productive time schedule and use time effectively for task completion.

10. **Commitment Ethic:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Commitment ethic is the ability to complete tasks, projects, assignments and personal responsibilities in a dependable and successful manner, even in difficult circumstances (Nelson & Low, 1998).

11. **Change Orientation:-** One of the three potential problem areas assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Change orientation is a measure of the degree to which an individual is satisfied and the magnitude of change needed or desired for developing personal and professional effectiveness. Change orientation can be converted into the skill of positive change (Nelson & Low, 1998).

Part-IV: Intrapersonal Development:- A set of emotional skills pertaining to self-understanding (Nelson & Low, 1998).

12. Self esteem:- One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Self-esteem is the ability, belief, and skill to view self as positive, competent and successful in achieving personal goals (Nelson & Low, 1998).

13. Stress Management: One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Stress management is the ability and skill to choose and exercise healthy self control and self management in response to stressful events (Nelson & Low, 1998).

The Exploring and Developing Intelligence Skills Instrument is comprised of various situational statements under each of the four dimensions. After every situational statement, choices are given as to whether the statement means “more like or descriptive of you”, “sometimes like or descriptive of you”, “or less like or descriptive of you”. Scores are then tallied after every dimension and plotted on a profile chart at the end of the assessment. The score indicated whether each particular skill that is being measured needed to be developed, strengthened or enhanced and whether a low, normal or high score was obtained in the potential problem.

Statistical Techniques Used:

As the present study is more of qualitative in nature, collected data were analyzed using both qualitative and quantitative techniques. Quantitative data were analyzed with the simple statistical techniques. The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypotheses, the ‘t’ - test and Analysis of Variance have been used by the investigator. The ’t’ test was used to test the null hypotheses when the data was correlated from matched groups. Analysis of (ANOVA) variance with

Scheffe's Post Hoc Test was used to find out the effect, if any, of the variables studied. The data were coded and prepared for analysis using the Statistical Package for Social Sciences (SPSS).

Major Findings:

1. It is observed from the study that the teachers show a positive response in the areas of Assertion, Aggression, Deference, Inter Personal Communication Under Stress, Comfort, Empathy, Decision Making, Leadership, Personal Leadership, Drive Strength, Time Management, Commitment Ethic, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management and Intra Personal Development.
2. There is a significant relationship between Inter Personal Communication under Stress, Personal Leadership, Self Management in Life and Career and Intra Personal Development.
3. There is no significant difference among the teachers basing on their age in the areas of Assertion, Aggression, Difference, Inter Personal Communication under Stress, Comfort, Empathy, Decision Making, Leadership, Personal Leadership, Drive Strength, Time Management, Commitment Ethic, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management and Intra Personal Development.
4. There is no significant difference between male and female teachers in their opinion in the areas of Assertion, Aggression, Comfort, Empathy, Decision Making, Leadership, Drive Strength, Time Management, Commitment Ethic, and Change Orientation, Self Management in Life and Career and Stress Management.
5. There is a significant difference between male and female teachers in their opinion in the areas of Deference, Inter Personal Communication under Stress, Self Esteem and Intra Personal Development.

6. There is a significant difference among the teachers basing on their designation in the areas of Assertion, Aggression and Inter Personal Communication under Stress.
7. There is no significant difference among the teachers basing on their designation in the areas of Deference, Comfort, Empathy, Decision Making, Leadership, Personal Leadership, Drive Strength, Time Management, Commitment Ethic, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management and Intra Personal Development.
8. There is a significant difference among the teachers basing on their school management in the areas of Deference, Empathy, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management and Intra Personal Development.
9. There is no significant difference among the teachers basing on their school management in the areas of Assertion, Aggression, Inter Personal Communication Under Stress, Comfort, Decision Making, Leadership, Personal Leadership, Drive Strength and Time Management Commitment Ethic.
10. There is a significant difference between Telugu and English medium teachers in the areas of Aggression, Time Management and Commitment Ethic.
11. There is no significant difference between Telugu and English medium teachers in the areas of Assertion, Deference, Inter Personal Communication Under Stress, Comfort, Empathy, Decision Making, Leadership, Personal Leadership, Drive Strength, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management and Intra Personal Development.
12. There is a significant difference between rural and urban area teachers in the areas of Assertion, Self Management in Life and Career and Intra Personal Development.

13. There is no significant difference between rural and urban area teachers in the areas of Aggression, Deference, Inter Personal Communication Under Stress, Comfort, Empathy, Decision Making, Leadership, Personal Leadership, Drive Strength, Time Management, Commitment Ethic, Change Orientation, Self Esteem and Stress Management.
14. There is no significant difference among the teachers basing on their experience in the areas of Assertion, Aggression, Difference, Inter Personal Communication Under Stress, Comfort, Empathy, Decision Making, Leadership, Personal Leadership, Drive Strength, Time Management Commitment Ethic, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management and Intra Personal Development.
15. There is a significant difference among the teachers basing on their graduate qualification in the areas of Assertion and Comfort.
16. There is no significant difference among the teachers basing on their graduate qualification in the areas of Aggression, Deference, Inter Personal Communication Under Stress, Empathy, Decision Making, Leadership, Personal Leadership, Drive Strength, Time Management, Commitment Ethic, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management and Intra Personal Development.
17. There is a significant difference among the teachers basing on their Post Graduate qualification with respect to Empathy.
18. There is no significant difference among the teachers basing on their Post Graduate qualification in the areas of Assertion, Aggression, Deference, Inter Personal Communication Under Stress, Comfort, Decision Making, Leadership, Personal Leadership, Drive Strength, Time Management, Commitment Ethic, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management and Intra Personal Development.

19. There is no significant difference among the teachers basing on their professional qualification in the areas of Assertion, Aggression, Deference, Inter Personal Communication Under Stress, Comfort, Empathy, Decision Making, Leadership, Personal Leadership, Drive Strength, Time Management, Commitment Ethic, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management and Intra Personal Development.